

montana schools

Volume 22, No. 9

Office of Public Instruction

May 1979

Learning by Hiking: Education Goes to Pioneer Mountains

Montana's outdoors is a haven to all knowledge-seekers. Inspire it with summer weather, however, and learning opportunities grow wild. Prepared to take advantage of such profusion, the Office of Public Instruction and Western Montana College are moving outside for one week in July to sponsor an inter-

Three credits from Western Montana College are being offered for workshop attendance. The fee is \$46 in addition to \$50 for participation, which includes all meals, lodging and materials. For teachers who implement programs in their schools, six credits are available (\$70). A deposit of \$25 is

activities, Bird will assist with shooting sports (trap, rifle and archery) and hunter safety.

Dan Block, outdoorsman and wildlife expert, Ph.D. professor at Western Montana College. Block will lead aquatics participants in pond and stream sampling and species identification

Bob Gibson, educator with Lolo Public Schools. Gibson will share his knowledge of astronomy with mountaineering participants on an overnight camp-out at Tendoy Lake. **Norm Hagan**, educator with Lolo Public Schools, will offer astronomy with Bob Gibson.

Ron Marcoux, fisheries biologist for the Dept. of Fish and Game. Marcoux will help with aquatic ecology.

Jim Posewitz, Dept. of Fish and Game biologist, expert in water policy and management. Posewitz will lecture aquatics participants in Montana water quality and policy management on an overnight excursion to Deerhead Lake.

Bonnie Sherriff, physical education instructor at Western Montana College, will instruct field participants in archery.

Gene Stroup, head of the Red Rock National Wildlife Refuge, specialist in waterfowl management. Stroup will take field participants on a trip to Red Rock to learn about wildlife biology.

Gray Thompson, Ph.D. geologist at the University of Montana, expert in Pioneer Mountains geology.

Thompson will talk to mountaineering participants about geology while hiking into the higher mountains on the way to Tendoy Lake.

Al Troth, fishing guide in Dillon, will instruct aquatics participants in fly tying and casting.

Jenny Tuthill, former U.S. Women's Senior National Orienteering Champion, member of the U.S. Orienteering Team. Tuthill will share her competence in orienteering, survival, compass and map reading with offtrail participants

Jerry Worley, forester with the Beaverhead National Forest. Worley will accompany mountaineering participants on their hike to Tendoy Lake and talk about forest ecosystems.

Vince Yannone, Dept. of Fish and Game specialist in Montana animal identification and habitat, noted wildlife educator. Yannone will orient field participants in Montana animal identification and habitat.

Bill Yellowtail, outdoorsman, expert canoer and fly fisherman, head of education for the Crow Agency. Yellowtail will lead aquatics participants down the Big Hole River in canoes.

For more information, call or write Ed Eschler, Social Studies Consultant; Gary Hall, Math/Science Consultant; or Spencer Sartorius, Health/Physical Education Consultant in the Office of Public Instruction, Capitol, Helena 59601; or call toll free 1-800-332-3402.



When not camping out, the 60 participants will stay in dormitories at Birch Creek Camp—a former C.C.C. camp—20 miles northwest of Dillon.

disciplinary workshop in the Pioneer Mountains near Dillon. Venturing out from Birch Creek Camp, educators will spend July 15-22 prospecting the countryside for lessons on ecology, social studies, environmental education, physical education and recreation.

Four curricular modules will be featured at the workshop. Experts from around the state have been enlisted to guide instruction in aquatics, mountaineering, offtrail activities and field sports. Aquatics will encompass fishing, floating and canoeing, aquatic ecology, and water policy and management. Participants signing up for mountaineering will learn how to hike and pack, go camping and learn about geology, weather, forest ecosystems and astronomy. Plant identification, survival and orienteering will constitute offtrail instruction; and field sports will comprise shooting, hunter safety, animal habitat and identification, and wildlife management. With the emphasis on "learning by doing," participants are expected to learn so much that they'll be able to implement similar programs when they return to their schools.

due by June 15. Instruction in grades 6-12 will receive the heaviest emphasis.

Ed Eschler, Gary Hall and Spencer Sartorius will represent the Office of Public Instruction during the busy week, providing instruction in their respective curriculum areas. Specialists from the Montana Department of Fish and Game will be on hand at all outings; and lectures will be minimized for participants to receive full advantage from the outdoor setting. Safari Club International, an organization dedicated to the preservation of game and environment, will also provide funding and instruction

Lending their expertise to the many workshop topics will be:

Ken Bandelier, professor of biology at Western Montana College, expert in Montana's plant life. Bandelier will lead offtrail participants on a hike into the mountains to identify the various species of native plants.

Bob Bird, Fish and Game enforcement director, expert in hunter safety. Bird has conducted Office of Public Instruction outdoor education workshops for the past three years. As part of this summer's field



The Pioneer Mountains offer something for every student.

Margaret Grant Stars in National Inservice Project

Margaret Grant, third-grade teacher at Lewis & Clark School in Missoula, has been chosen as one of seven "pioneer teachers" around the country to take part in **Writing Teachers' Television**, a new venture into inservice instruction for writing teachers. WTTV will videotape the seven teachers in unrehearsed classroom and workshop situations for a twelve-program color package of instruction. The programs will treat different topics in writing and different teaching strategies over a range of grade levels. The shows are also expected to be broadcast on educational television nationwide.



Margaret Grant studied in Ohio for her bachelor's in art education and piano. She received her MA in teaching at the U of M.

WTTV is funded by the National Endowment for the Humanities and coordinated at George Mason University in Fairfax, VA, in conjunction with the Fairfax County Public Schools. The seven teachers were chosen in February upon a review of half-hour videotapes submitted by writing teachers at the nation's 40 National Writing Project sites. Three teachers were nominated from each site.

The Montana Writing Project is located at the University of Montana. It began last summer with a five-week institute attended by 20 Montana teachers recognized as "outstanding" to represent various levels of education. To be trained as writing teacher-consultants for statewide service, the teachers attended five hours of class, five days a week. One rationale behind the project was the "nation-wide need to improve the writing ability of school graduates regardless of their prospective occupation or level of education." The national projects, patterned after San Francisco's Bay Area Writing Project at the University of California at Berkeley, receive support through donations which are matched by the National Endowment for the Humanities. The Montana writing project, co-directed by Dr. Richard Adler and Dr. Robert Hausmann, is the first in the Northwest, and another institute will be conducted at the U of M this summer.

Fred Grossberg, director of WTTV at George Mason University, notes that "teaching is a strange profession: each of us works alone for the most part." There is scarcely an occasion for teachers to share their expertise with one another once they enter their classrooms and shut the doors behind them. "What a strange situation," Grossberg contends. "Imagine if ballet dancers related professionally to each other in this way, or writers, or experimental physicists."

On April 30 the camera crew from Washington, D.C., taped Margaret at work in her classroom. As part of the WTTV agreement, Margaret will also assemble a booklet of resource materials to be distributed along with the show.

Governor Explains HB 219 Signature

April 2, 1979

The Honorable Frank Murray
Secretary of State
State Capitol
Helena, Montana 59601

Dear Mr. Murray:

This is to inform you that I have signed House Bill 219, "AN ACT TO AMEND SECTION 20-4-213, MCA, TO MAKE THE LAW REQUIRING THAT CERTAIN TEACHERS OBTAIN INSTRUCTION IN AMERICAN INDIAN STUDIES PERMISSIVE RATHER THAN MANDATORY, PROVIDING AN IMMEDIATE EFFECTIVE DATE," this date

I firmly believe that those educators involved in an educational system which serves any minority should be aware of and versed in the culture of that minority group. I do not believe that this should only apply to American Indians in Montana, but to all minorities in our state.

House Bill 219 is the result of dissatisfaction with implementation of the present law and rules requiring Indian Studies of educators. I have listened to both the proponents and opponents of the present system, and it is apparent to me that the present system is not working well.

My original intent was to amend this bill to require educators to gain their credits either before obtaining their degree or in the normal pursuit of their continuing education. However, similar amendments have been rejected by the Montana Legislature, as well as the delegate assembly of the Montana Education Association meeting in Helena on March 30th. In addition, it is questionable whether the title and intent of House Bill

219 would allow for amendments to be proposed.

I have been informed that testimony before the Senate Education Committee from the Montana School Board Association revealed that nine out of eleven school districts on or near reservations in Montana said they would either require credits or in-service training in American Indian Culture. The remaining two indicated they would have in-service training, but had not yet determined a program. All eleven school districts have voiced support for local school board control of the training. In addition, I have received assurance from legislative proponents of House Bill 219 that in-service training will be maintained in appropriate school districts.

Finally, I have always been a strong supporter of decision-making authority residing with local government. In Montana we have hundreds of locally-elected school boards made up of dedicated people who, over the years, have demonstrated a real sensitivity to the local needs of education. I am confident that our school boards will adhere to the intent and spirit of the Montana Constitution.

For these reasons, I have signed House Bill 219 into law. However, my signature must not be interpreted as an abdication of Montana's responsibility to minority citizens and, particularly, American Indians. If I determine that school districts or educators are using this bill as a means to abdicate their responsibility in this area, I assure you that I will personally support legislation in the 1981 Session of the Montana Legislature that will correct the situation.

Sincerely,

THOMAS L. JUDGE
Governor

Looking at Legislation

SENATE BILLS

- 2—Establishes Foundation Program increases at 8 % first year of the biennium, 10 % second year of the biennium. Effective: Upon Governor's signature.
- 59—Removes immorality as reason for revocation of teachers certificate, makes conviction of a felony only chargeable offense. Effective: July 1, 1979.
- 98—Allows students who have completed driver education to obtain an instruction permit even if they are not 15. Effective: July 1, 1979.
- 175—All students must be immunized prior to their enrollment in public or private schools. Effective: August 1, 1980.
- 189—Allows State Superintendent of Public Instruction to contract audiological services for school districts. Effective: July 1, 1979.
- 192—Provides that refunds of revenue by a school district are not charged against a school district's spending authority. Effective: July 1, 1979.
- 193—Requires post secondary vo-tech centers to expend nongeneral fund money first whenever possible. Effective: July 1, 1979.
- 203—Raises the limit from 5% to 8% on negotiated renewal of school bus contracts without calling for bids. Effective: March 28, 1979.
- 224—Repeals procedures now existing in law for hiring architect. Effective: July 1, 1979.
- 273—Makes high school tuition chargeable between high school districts in same county at the discretion of the district receiving a student, and creates a district fund to pay tuition. Effective: July 1, 1979.
- 301—Makes it mandatory for teachers, other school officials and employees who work during regular school hours to report suspected cases of child abuse or neglect to local SRS offices. Effective: July 1, 1979.
- 316—Allows County Superintendents office to handle inter-local cooperative agreements. Effective: July 1, 1979.
- 441—Liberalizes pecuniary interest laws relating to school trustees. Effective: July 1, 1979.

HOUSE BILLS

- 107—Allows bonded indebtedness for county high schools to be calculated in same manner as a high school district. Effective: March 27, 1979.
- 116—Eliminates indirect costs (C, D, E) from special education budget and places them on school district. Effective: July 1, 1980.
- 118—When the office of County Superintendent is merged with another office, qualifications are waived, require that those services that would be normally handled by qualified County Superintendent must be contracted to qualified person. Effective: July 1, 1979.
- 132—Making the procedure for filling trustee vacancies for third class districts the same as for first and second class districts.
- 175—Uniform age for entrance into all public schools: 6 years old prior to September 10 beginning July 1, 1980. This indicates a change this year in kindergarten requirements so that those now in kindergarten can enter first grade. Effective: July 1, 1980.
- 190—Revises unemployment compensation laws for employer contributions and employer classification by establishing experience ratings. Effective: January 1, 1979.
- 209—Authorizing Board of Public Education to accredit nonpublic secondary schools who request it. Effective: March 26, 1979.
- 217—Third class school districts that do not maintain a high school must be audited by County Auditor or County Treasurer. Effective: March 27, 1979.
- 219—Making Indian Studies permissive rather than mandatory. Effective: April 2, 1979.
- 220—It is no longer necessary for school districts to get approval of County Attorney before hiring private legal counsel. Effective: July 1, 1979.
- 295—Clarifies residency requirements: establishes residence of parents or guardians as that of child, unless already established by law, allows tuition to be charged to receiving district for allowable costs if child is educated out of district of residence. Effective: July 1, 1979.

- 298—Authorizes school districts to form cooperatives, ends regional services offices. Effective: April 9, 1979.
- 328—Authorizes charging of tuition to resident and nonresident students at post-secondary vo-tech centers. Effective: July 1, 1979.
- 383—Requiring approval of the trustees of a receiving school district before a transfer of territory from another school district can be made. Effective: July 1, 1979.
- 408—Act of God days. Allows districts to conduct less than the minimum number of school days under certain emergency conditions, providing reasonable effort is made to make them up. Reasonable effort means at least 3 days must be made up by rescheduling or extending school calendar. Effective: March 26, 1979.
- 453—Transfers the costs of benefits of special education personnel from special education budget to county. Benefits include: teachers' retirement, public employees retirement, social security and unemployment compensation. Effective: July 1, 1979.
- 458—Provides that public school district trustees who do not meet on a regular monthly basis are to approve minutes of each meeting at the next meeting. Effective: July 1, 1979.
- 459—Allows school districts to adopt final budget on fourth Monday of July at a time and place designated by them rather than at the courthouse. Effective: July 1, 1979.
- 473—Changing residency status of military personnel, their spouses, and their dependent children for purposes of in-state tuition for post secondary vo-ed and universities. Effective: July 1, 1979.
- 483—Establishes special education limits for first year of the biennium, sets a ceiling on CDE calculations not to exceed 7% of this year's amount, establishes lid of \$48 million for biennium. Effective: July 1, 1979.
- 485—Returns methods of calculation for 7th and 8th grades to that used by the Superintendent prior to last year's Attorney General's opinion. Effective: July 1, 1979.

- 516—Establishes revolving fund for Division of Resources and Assessment; enables Superintendent to charge districts for cost of services and materials. Effective: July 1, 1979.
- 532—Allows Coknty Superintendent to appoint the County Superintendent of a neighboring county as a hearings officer under certain circumstances. Effective: July 1, 1979.
- 537—Provides \$15 million for funding additional costs of secondary vo-ed for biennium.
- 624—Changes age requirements for special education. Compulsory service to 6-18, permissible service to 3-5 and 19-21, forbids service to 21-25. Effective: July 1, 1979.
- 718—Makes compulsory enrollment and attendance laws compatible, must have both completed 8th grade and be 16 years old before being released from school, gives Board right to hold a hearing in order to release a child in case these conditions are not met. Effective: July 1, 1979.
- 763—Requiring drivers to stop for school buses displaying flashing red signals in towns or cities. Effective: July 1, 1979.
- 766—Revises unemployment compensation laws. Effective: July 1, 1979.
- 811—Raises school bus on-schedule rates by \$.05 each year of the biennium and raises individual transportation rates to \$18 per mile. Effective: July 1, 1979.
- 864—Allows Board of Public Education to grant a "specialist certificate" to certain non-teaching professionals. July 1, 1979.
- 923—Transfers responsibility for the custody of post-secondary vo-tech center money from county treasurer to state treasurer. Provision for post-secondary centers accounting system to be done on SBAS by 1980. Effective: July 1, 1979.
- HJR 7—Study the feasibility of establishing intermediate school district structure.
- HJR 32—Requesting committee on priorities give high priority to a study revision of the laws relating to school elections.
- HJR 40—Requesting a study on effects of inflation on state retirement systems.

Miles City Creates Elementary Library

Miles City elementaries have solved a problem common to elementaries everywhere—a lack of adequate library facilities. Several years ago no library existed at all for the four Miles City schools: books were kept in the individual classrooms. When Morris Van Campen took over as Director of Media Services in 1973,



Students can cuddle their favorite fictional animals at the center, choosing among three stuffed "Cats in the Hat," two Poohs and one Babar the Elephant.

the problem was confronted. The elementaries now enjoy a six-room facility staffed by two librarians and a full-time aide; and plans are on the horizon for a new building and two additional centers.

The first step in setting up a media center was to gather and sort the books from the many classrooms. From their first roundup on the floor of the Lincoln School auditorium, the books were moved into a small classroom at the school. One librarian was hired, and the center began its service to the four schools.

Two years ago the Miles City center set up at its present site. Librarians Irene Brenner and Christy Ivanish, together with aide Shirley Lund, are assisted by fifth-graders and two high school students on a special program. Parents also volunteer their time. Now approximately 900 students in grades K-5 and Special Education visit the library regularly. Grades 4-5 have weekly library classes, and K-3 come every other week. Each month 106 classes are taught at the center; and students may also visit on their

own time, whether for special projects or merely for enjoyment.

Recently the school district arranged for classes from outlying schools to travel to the center by bus. With an occasional ride on the blue and white, double-decker bus used by the Custer County Cowboys football team, students find library period even more rewarding.

Classes focus both on library skills and literature appreciation. Skills include library manners and procedures, book care, parts of a book,



Miles City elementary students depart bus for class at the new Media Center.

arrangement and classification of books, the use of audiovisual materials and equipment, and the use of the card catalog, reference tools and magazines. Games, pocket charts, audiovisual materials and book jackets displayed with call numbers make instruction interesting. Literature ranging from folklore to biography is taught by means of filmstrips, book talks, puppets, flannel boards, book ad posters and book markers. Special projects and lessons are frequently videotaped or photographed for later use in the classroom.

Librarians also assist teachers by gathering resources on specific subjects, and teachers help librarians with book purchases by suggesting materials to order. So that the center staff can place orders in time and prepare the center for use each year, the school district extended the staff's contracts by one week in the fall. An additional week at the end of the school year gives them time for inventory, cleaning and equipment repairs.

"What the Senior Citizen Means"

The state winners of the *What the Senior Citizen Means to Me* essay contest have been chosen. First-place winner Amy Budke, fourth-grader at Helena's Jefferson School, will receive a \$100 U.S. Savings Bond and a trip with her parents to Billings for the 11th Governor's Conference on Aging on Sept. 1. The second-place winner is Gary Stiffarm, fourth-grader at St. Paul Mission Elementary in Hays. He will receive a \$75 bond. Third-grader James Johnson at Lincoln School in Lincoln wins a \$50 bond for third place. Prizes were awarded May 1 in the State Capitol.

Over 2217 students from around the state entered the contest for third- and fourth-graders, sponsored by the V.F.W. Ladies' Auxiliary as the President's Project, in conjunction with the Montana Aging Services Bureau and MSU's Center of Gerontology. The president of the V.F.W. Ladies' Auxiliary this year is Donna Adams of Columbus.

The state winners were judged by Superintendent of Public Instruction Georgia Rice; Aging Services Chief

Holly Luck; Ben Smith, chairman of the Governor's Advisory Council on Aging; and Doris Marshall, state chairperson of the V.F.W. Auxiliary's project.



Amy Budke is delighted with first place.

Here is Amy Budke's winning essay entry:

S is for the *significant* person my grandmother is.
E is for each thoughtful thing she's done.
N is for the *nice* person she is.
I is for the *interesting* things we do together.
O is for the *others* she is kind to.
R is for always *remembering* me.

C is for the *classy* person she is.
I is for her great *intelligents* [sic].
T is for the things she *teaches* me.
I is for the *ideal* person my grandmother is.
Z is for the *zip* and *pep* she has.
E is for the *excitement* she fills me with.
N is for how much I *need* her.

Research and Evaluation Corner

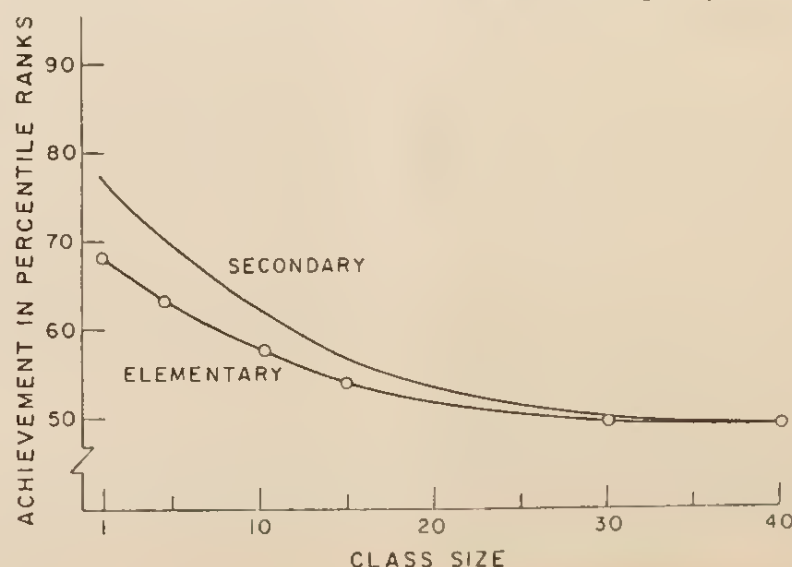
Dr. Bill Connett, Manager

Class Size vs Achievement: A Synthesis

An analysis on 77 of the best available research studies examining the effects of class size on student achievement has recently been completed by Gene Glass and Mary Smith at the University of Colorado. Glass and Smith employed interesting methods that allowed them to look at all of the studies' results taken together, not just one study at a time. To summarize their findings:

- An important relationship exists between class size and achievement. As can be seen in the figure, class size accounts for as much as 20-30 percent difference in student performance. Further, the relationship between class size and achievement was the same for different school subjects, levels of pupil IQ and several other classroom variables.
- Class size has slightly more effect at the secondary level.
- The major differences occur for class sizes from one to 20 with much less change in achievement when class size is increased beyond 20.

The Glass and Smith analysis is likely to be the most quoted study on the effects of class size for many years. The 77 studies they used provided 725 different class comparisons obtained from nearly 900,000 students in more than 12 different countries taken from research conducted during the past 70 years.



Glass, G.V. and Smith, M.L. "Meta-analysis of Class Size and Achievement." *Education Evaluation and Policy Analysis*, Vol. 1, No. 1, p. 2. Washington, D.C.: American Education Research Association, 1979.

Montana Schools is published nine times yearly—September, October, November, December, January, February, March, April and May—by the Superintendent of Public Instruction, State Capitol, Helena, Montana 59601. Rae Childs, Division of Public Information, Editor, *Montana Schools*; John Pepper, Administrative Assistant, Gail Hansen, Typesetter (406)449-3401. *Montana Schools* is distributed in the public schools and to the members of boards, associations and organizations and to individuals concerned with education in Montana. Copies are available on request and comments are welcome. When reporting a change of address please include the label with the former address and computer code.



NEWSLETTERS

Pupil Transportation Safety



"BUS TRANSMISSIONS"

The following films have been added to the Audiovisual Library since the publication of our 1978-79 film catalog. They are available for immediate circulation.

8921—John Baker's Last Race BYU 1978 9-12, C, A Color 35 min.—The true story of a champion athlete with terminal cancer who was given only six months to live. His last race—the race for life—became his greatest, dedicated to the children he taught, making every child important—especially those who could never win (Motivation) (Teacher Training) (Death)

8924—Sequoyah WD 1979 5-6 Color 15 min.—Sequoyah was a Cherokee silversmith with one dream to unify his people by giving them a written form of communication. Film depicts Sequoyah's struggle with his work and his people. It acquaints students with the plight of the Cherokee, the tragic "Trail of Tears" migration and shows the recognition that Sequoyah ultimately received (Native American Studies) (Cherokee Indians) (Cultural Awareness)

8925—Legend of the Boy and the Eagle WD 1979 4-8 Color 21 min.—A young Hopi Indian boy defies tribal law and frees a sacred sacrificial eagle to save its life. The boy is banished from his village and sent along into the wilderness, but the eagle cares for him and teaches him hunting skills necessary to survive. The film helps students understand the religious and philosophical beliefs of the Indian culture and the conflict between group and individual values. (Native American Studies) (Hopi Indians) (Cultural Awareness)

8926—Scrooge McDuck and Money WD 1979 4-9 Color 16 min.—Scrooge McDuck uses a bit of fun and music to help his nephews understand economics, "the dismal science." He briefs them on the history of money and introduces a basic economics vocabulary. Then he demonstrates the concept of how money flow influences inflation, the necessity of budgeting and the wise use of surplus capital. (Economics) (Money)

8927—Poetry for Fun: Trulier Coolier CEN 1979 4-6 Color 11 min.—Live and animated interpretations of eight humorous poems for and about children. Includes poems by Shel Silverstein, Eve Merriam and others (Poetry) (Vocabulary) (Language Arts)

8928—Poetry for Fun: Dares and Dreams CEN 1979 4-6 Color 13 min.—A visual interpretation of six popular children's films organized around the common theme of realistic and imaginary adventures. Includes "Foul Shot," "Strange Tree," "The Cave Boy," "Pirate Don Durk of Dowde," "The Fairies," and "Behind the Waterfalls." (Poetry) (Vocabulary) (Language Arts)

8929—Children of the Long Beaked Bird BULFROG 1979 5-9 Color 20 min.—Follows the daily activities of 12 year-old Dominic Old Elk, a Crow Indian boy who lives next to the Custer Battlefield in southcentral Montana. Includes segments on family activities as well as cultural activities like hand games, rodeo and rounding up horses (Crow Indians) (Cultural Awareness) (Native American Studies)

8930—Concert! The PFP 1979 4-12, C Color 12 min.—A pianist gives a concert in the street, leaping and dancing on the black and white bands of a crosswalk which serves as his keyboard. Like many artists, he is continually hampered by society: policemen, dogs, traffic and pedestrians. Intensely committed to his art, however, he overcomes these obstacles and gives a magnificent performance (Art) (Music) (Creative Writing)

8931—Turkiye PFP 1979 8-12, C, A Color 15 min.—Without narration and using only the music and natural sounds of Turkey, the film explores the people, the history, the architecture and the natural wonders of a complex nation whose history bridges East and West (Art History) (Turkey) (World History)

8932—Decisions, Decisions AIT 1979 4-7 Color 15 min.—Tommy is a new kid in town and eager to make friends. The problem is whether to be loyal to the first friend he makes, who

turns out to be the class misfit, or to reject his friend and earn group acceptance. The goal of the film is to help students apply the decision-making process and help them assess the future consequences of given decisions (Career Awareness) (Decision-Making Skills) (Peer Acceptance)

8933—Treasure Hunt AIT 1979 4-7 Color 15 min.—Three friends face the age-old problem of big dreams and empty pockets; the film shows how the three go about trying to earn money for the circus. The goal of the film is to help students explore the process of producing income and help them discover ways they can participate in the economic system and achieve economic independence. (Career Awareness) (Money) (Economics)

8934—Cat in the Hat, The BFA 1979 K-4 Color 25 min.—A film adaptation of the book by Dr. Seuss. Excellent for developing vocabulary and motivating younger students to read (Reading-Elementary) (Language Arts)

8935—Hooper-Bloop Highway, The BFA 1979 2-6 Color 24 min.—An adaptation of the story by Dr. Seuss, animated film shows what life is like for human beings. Mr. Hooper-Bloop is a dispatcher. From his laboratory in space, he is about to send a baby carriage to earth. But first, he describes to the occupant what life is going to be like down there. (Language Arts) (Reading)

8936—Teenage Turn-On: Drinking and Drugs MGH 1979 9-12, C, A Color 37 min.—The problems of alcohol and drug abuse are examined with particular attention to alcohol abuse among 12-18 year olds. A major sequence focuses on a primary treatment center in Minneapolis where young people try to overcome their addiction to alcohol and other drugs. Includes a test for parents and young people to help them recognize the symptoms of alcohol abuse. (Alcohol) (Drug Abuse)

8937—Generations of the Land SCRESC 1979 7-12, C, A Color 27 min.—Narrated by Burgess Meredith, this is visual and verbal poetry describing the American Farmer. Starting with the farms in the Colonies which fed the settlers who began this country, it traces the spirit of the farmer as operations shifted from labor-intensive to capital-intensive, from people doing the work to machines. A panoramic overview which also stops to look closely at each major state in the history of the American Farmer. (Farm Life) (Agriculture-U.S.)

8938—Painless Sewing: How to Sew Fast AUTER 1979 8-12, C, A Color 27 min.—Designed to help students simplify sewing techniques to make the process faster and "painless." Will also help in identifying and understanding sewing equipment needed and its efficient location and organization. Includes information to help consumers in fabric shopping and wardrobe planning (Sewing) (Home Economics)

8939—Pushing for Excellence BFA 1979 7-12, C Color 16 min.—Reverend Jesse Jackson believes that excellence in schools is a prerequisite for success and that minority students, or any students, cannot rely on the "system" to take care of them and then blame the system if they fail. The film shows him presenting this message to schools and follows Carolyn Selton, a young black stewardess, as she presents a similar message to minority girls. "You may not be responsible for being down, but you must be responsible for getting up." (Motivation) (Ethnic Studies) (Guidance)

8940—Teenage Father CHSCA 1979 9-12, C, A 25 min.—A documentary focusing on the feelings and emotions of a teenage boy whose 15 year-old girl friend is pregnant. A frank discussion of attitudes and family tensions concerning the situation as the young couple and their friends discuss the options open to them. This film should be previewed by the teacher before showing to students (Family Life) (Sex Education) (Pregnancy) (Guidance)

Emergency Driving Workshop

We are very enthusiastic about the Emergency Driving Workshop scheduled in Livingston, June 14-30. The group of instructors recently returned from an intensive training session at the G.M. Proving Grounds near Detroit, MI. That group comprises Rod Johnson (Great Falls), Tom Cassidy (Bozeman), Dan Mueller (Libby), Bob Shadiow (Bozeman), Chuck Smith (Helena), Ken Watson (Rudyard), and Curt Hahn and Terry Brown from the Office of Public Instruction.

Sixty school bus drivers and sixty traffic education instructors from throughout the state will be selected to participate in the summer workshops, co-sponsored by Western Montana College and the Office of Public Instruction. Funds are provided by the National Highway Traffic Safety Administration through the assistance and cooperation of the Dept. of Community Affairs, Highway Safety Division.

Safety Stickers

In an effort to curtail or limit motorists from passing stopped school buses that are loading or unloading school children, Mel Thompson of New Jersey has developed a message for use on both a mailing sticker and a bumper sticker. The small stickers (1 1/2" x 1/2") can be used on letters or packages for mailing. Bumper stickers measure 4" x 12". Both stickers read "I Stop For School Buses, Do You?" This approach can go far in training the motoring public to stop for school buses and help protect children who ride school buses.

The stickers might provide a good opportunity for involving community service clubs or other community organizations in helping promote pupil transportation safety. Stickers could be purchased and distributed by organizations in your area.

For more information about cost and how to order these stickers, call me on the educational hotline, 1-800-332-3402.

School Bus Manufacturing Rumors

Numerous questions, rumors and opinions have arisen concerning the status of tests recently completed on school buses by the National Highway Traffic Safety Administration.

The National Highway Traffic Safety Administration has NOT cited any manufacturer for a defect, and there are NO recall campaigns in effect. Furthermore the National Highway Traffic Safety Administration has NOT, and WILL NOT "certify" a product of any manufacturer; NOR can it furnish or confirm certification by any manufacturer. Certification is the legal responsibility of the manufacturer upon satisfying the requirements of all the necessary Federal Motor Vehicle Safety Standards.

What this means to you as a school board member, administrator or contractor is that you need not worry about your new buses meeting the Federal Standards. All buses manufactured must meet or exceed the Federal Motor Vehicle Safety Standards.

National School Bus Safety Week

Missouri Congressman Gene Taylor has introduced Joint Resolution 275, proposing that the second week of October 1979 be designated "National School Bus Safety Week."

I urge you to direct fellow employees, administrators, school board members and parents to contact their Congressmen and Senators in Washington regarding passage of this safety-minded resolution.

1979 Conference on Pupil Transportation

Make plans now to attend the 1979 Conference on Pupil Transportation, to be held at the Colonial Inn in Helena, July 11-13. To receive a tentative conference schedule and pre-registration form, call me on the educational hotline.

English

BULLETIN

Competency tests in use throughout the country have been reviewed as "short on writing, with emphasis on trivia" according to the National Council of Teachers of English Committee to Evaluate Curriculum Guidelines and Competency Requirements. Findings are published in the March issue of *College English*.

The reviewers found a variety of problems. One test from a Western state "over-emphasized the forms of correctness rather than the ability to communicate." A Northeastern state test was faulted for making "no mention at all of literature . . . of student creative work in writing and drama . . . or of attitudes or appreciation." A West Coast district test shows evidence of "fragmentation." Capitalization skill is tested only by having students correct a single sentence, and is excluded from the instructions on the student writing sample.

Other competency tests were criticized for not recognizing the importance of clarity of expression, for "circumscribing . . . the curriculum so that little humanistic education can be provided," and in one severe case "students are not asked to write anything." The reviewer of the latter test noted that "[this state] apparently believes that it is more important to be able to edit seven types of errors than to write one or two paragraphs."

On the brighter side, a member of the review committee noted that there are signs of a trend toward requiring writing samples in test programs. At last year's NCTE Conference for State and Local Coordinators of English and Reading Programs, participants reported "surprising success in getting writing samples into competency programs."

While a few districts in Montana are looking into the possibility of competency testing, more are working on competency-based education. Our concern is reflected in a statement by Gordon Boswell (of Florida State University and the NCTE Committee to Evaluate Curriculum Guidelines and Competency Requirements) when he speaks of the "exaggerated importance" of testing today. "Periodic assessment is an integral part of any good educational program," Boswell states, "but increasing the amount of testing does not insure an increase in learning, as all good teachers know. Often it impedes learning, or worse, replaces it."

Flight and Insight

An English Teacher's Lament

I tried teaching semantics to my students, but they were unable to catch the meaning.

I tried teaching verbs, but I got no action.

My lesson on similes went over like a lead balloon.

I tried teaching punctuation, but my students wasted the period

I tried teaching pronouns, but they never got down to cases.

I tried creative writing, but they only made up stories.

I tried teaching about conjunctions, but they never made the connections.

I tried teaching about hyperbole, but it bored them to death.

I wanted to tell them about kinesics, but I couldn't find the words.

I tried punctuation again, but never capitalized on it.

I tried to start a school newspaper, but never pressed the issue.

I tried to teach the class about letter writing, but I never got them headed correctly.

I even tried educational television, but I couldn't channel their thinking.

So I've become a chemistry teacher, and now I have all the solutions.

—George E. Coon,
Oakland University
Rochester, MN
(*Language Arts*, March 1979)

Looking Ahead

For those of you considering summer school, there are many exciting and promising programs available on Montana's college campuses. Here are a few:

The University of Montana will once again host the Montana Writing Project. Beginning June 11, its purpose is to train teacher-consultants to teach writing instruction to both elementary and secondary teachers. Last summer's institute was judged one of the best of the 39 National Writing Projects in the country, and according to co-director Robert B. Hausmann, "We have every expecta-

tion that this one will be even better." For further information write to Hausmann or to Richard R. Adler, Director, Dept. of English, University of Montana, Missoula 59812.

Montana State University will also host a writing workshop. Geared to the elementary curriculum, "When Children Write" will begin July 19. For further information contact Jerry Sullivan, Elementary Education Dept. Montana State University, Bozeman 59717.

Plan now to take advantage of a rare opportunity for Montana's English educators. Next school year there will be not one, but two English conferences in the West. The 69th Annual Convention of the National Council of Teachers of English will be held in San Francisco Nov. 23-24 with pre-convention workshops, conferences and study groups beginning Nov. 19. The theme will be "Respect for the Language Learner," and the San Francisco Hilton will host the convention.

On Apr. 10-12, 1980, Portland, OR, will be the site for the Regional Conference of the National Council of Teachers of English. Registration is \$25, and plans are being made to utilize local dormitory space for inexpensive accommodations. The conference itself will be at the new Portland Marriott Hotel.

Plan with your administrators now to include at least one of these conventions in your next year's professional program.

It is hoped that you all have a restful and revitalizing summer. If you are traveling in Montana and get to Helena, stop in to say hello. I'd like to know your concerns and suggestions.

Guidance & Counseling

Neal Christensen, Consultant

1978-79 Counselor Workshop

Next year's three counselor workshops are tentatively planned for September, January and April. Specific dates, places, subjects and invitations will be sent out before school starts in September.

Workshops will continue with content based on last year's survey, plus there will be regular yearly updates on financial aid, ACT and SAT. If you have suggestions for new workshops, call me on the toll-free hotline.

Money Coming?

During the next month Congress will be voting on the amount of money granted guidance and counseling from Title IV-B of the 1978 Educational Amendments Act. The authorization (a top limit on how much can be appropriated) was set at \$50 million, graduated over a five-year period. At present the appropriation is being discussed at \$18 million, and that may be where it stays. Legislatures do change positions at the last minute, however, and you might contact your congressmen in Washington to ask for support of Title IV-B monies for guidance and counseling. If the \$18 million appropriation carries, it would mean \$62,000 for Montana. Rules and

regulations regarding the dissemination of the monies have yet to be written.

Elementary Counseling

Only one participant in last fall's Elementary Guidance and Counseling Workshop in Helena has given a follow-up workshop in the local community. If counselors do not promote guidance and counseling, no one will. Many people in the schools—not to mention the general public—have no idea of what counselors do. This subject also pertains to secondary counselors.

A National Report on Guidance and Counseling

If you are interested in the status of guidance and counseling in our nation's schools (including rural), I recommend *Guidance and Counseling in the Schools: Perspectives on the Past, Present and Future*, available from APGA Publication Sales after June 1. The price for members is \$7.50; for non-members, \$9.00. Send check or money order to American Personnel and Guidance Association, 1607 New Hampshire Ave. NW, Washington, D.C. 20009. Allow five weeks for delivery.

MPGA

If you are not a member of the Montana Personnel Guidance Association, the membership would

like to invite you to join. Your membership and dues will be good for one full calendar year from the date you join. Get applications from your MPGA district senators or Toni Rosell, counselor, Lincoln Jr. High, Billings 59102.

I would like to thank MPGA for the coffee, rolls and other manifestations of support during the past year at the workshops organized and implemented jointly by the Office of Public Instruction and MPGA. MPGA President Dorothy Stoner and the senators from each MPGA district also deserve praise. These people give much of their own time and energy to make things happen for you.

After July 1, Dr. Gardy Van Soest, Director of Placement and Career Planning at Eastern Montana College in Billings, will take over as president of MPGA. Dale Dufresne, counselor at Stevensville, is the new president-elect.

Marie Malmgren, counselor at Choteau, represented Montana at the APGA National Convention in Las Vegas, Apr. 2-5.

All MPGA committees need members. Contact your senators to find out how to participate. You are needed, because WE are you.

Career Education

Schools interested in implementing career education programs and activities during the 1979-80 school year are urged to begin planning to apply for grants available under P.L. 95-207, the Career Education Incentive Act. Montana will receive a minimum of

\$125,000 a year for each of the five years covered by the Act. Local districts and individual teachers can apply for this money, on a competitive basis, to increase the emphasis they place on career awareness, exploration, decision-making and planning.

The major intent of the Career Education Incentive Act will be to support the instructional efforts of Montana schools and to create new and powerful linkages between classrooms and community educational resources. Grants will be available to support activities in a variety of areas, including but not limited to the following: individual teacher programs in instructional areas; gifted and talented; the handicapped; stereotyping (sex and ethnic); curriculum committees and career education; librarians; native Americans; career fairs; community resource identification; work experience and career exploration; training in career education for counselors, teachers and administrators; placement and follow-up programs; career clubs; agriculture and career education; instructional resources.

Districts will not be asked to match the federal grant but are expected to demonstrate that their approaches to career education are supportive of existing instructional programs and not alternative or "add-on" programs.

For more information on the contact the Career Education Consultant.

Have a nice, productive (or relaxing) summer, and see you in the fall.



As interest and commitment to the arts in education grow in Montana school programming, teachers are expressing continued need for helpful courses and inservice opportunities.

Listed below are a few of the many scheduled summer school courses, seminars and workshops as part of Montana's continuing education programs.

All of the colleges and universities have urged prospective attendants to contact them directly for a full list of courses, dates and fees.

Carroll College—contact Dennis Wiedmann, 442-3450

Music—*Music in American Culture* course, Joe Munzenrider (UC); *Elementary Music for Elementary Grades* workshop, Sister Elouise McCormick; *Music for the Non Musician* workshop, Joe Munzenrider

Art—*Copper Enameling* workshop, Jeanne Rossire (UC); *Raku Pottery* workshop, Ralph Esposito (UC); *Water Color* workshop, Shirley Cleary (UC); *Survey of Art History* workshop, Larry Hayes (UC); *Art Education in Elementary Schools* workshop, Shirley Cleary (UC).

Drama—*Introduction to Technical Theatre* workshop, Jim Bartruff; *Theatre Appreciation Program* (in cooperation with Grand Street Theatre) internship, Peter Hardie; *Recreation of Literature: A Live Experience* workshop, Harry Smith and Dorothy Harper

College of Great Falls—contact Dick Gretch, 761-8210 ext. 229

Music—*Music Appreciation*, Wayne Peterson (UC); *Elementary School Music*, Wayne Peterson (UC).

Art—*Raku Pottery*, Dan Price (UC); *Batik & Fabric Design*, Jean Price (UC); *Art Education for Elementary Teachers*, Jack Franjevic (UC); *Introduction to the Visual Arts*, Jack Franjevic (UC)

Dawson Community College—contact Dr. Schaal, Director of Continuing Education 365-3396, ext. 30

Courses to be announced at a later date

Eastern Montana College—contact Franz Nowotony, Summer Sessions, 657-2288

Music—*Music Foundations* course, Lilian Perkins (UC); *Giants of the 20th Century Music* from Duke Ellington to Igor Stravinsky seminar, Fred Koffman (GC or UC); *Music Therapy in the Education for all Handicapped Children* seminar, Mark Rider (GC or UC); *Jazz Sound Scoring and Arranging* workshop, Fred Koffman (GC or UC); *Creating Music in Public Schools* workshop, Rex Southerland (GC or UC).

Art—*Drawing* workshop, Ben Steele (UC); *Water Color* workshop, Ben Steele (UC); *Basic Technique in Native American Pottery* workshop, Marci Selsor (UC); *Calligraphy* workshop, Neal Jussila (UC).

Drama—*Community Arts Practicum* course, Theatre Staff (UC).

Flathead Valley Community College—contact Dr. Burning, Dean's Office, 755-5222

Courses to be announced at a later date.

Miles Community College—contact Continuing Education Dept., John Koch, 232-3031

Drama—*Local Theatre Series of Plays*.

GC=Graduate Credit

Montana State University—contact Continuing Education Office, 994-3851
Music—*Clarinet Workshop and Demonstration*, Mitchell Lurie (UC); *Parkening-Ritenour Summer Master Class* workshop, Christopher Parkening, Lee Ritenour (UC); *Education Through Music* workshop, Richards (GC).
Art—*Utilization of TV in Teaching* workshop, Phil Eftychiadis (GC).
Dance—*Summer Dance workshop*, Rozan Pitcher (non-credit).

Northern Montana College—contact Joe Callahan, Director of Summer Session, 265-7821 ext. 3223

Music—*Choral workshop*, Dr. Maurice Skones from Pacific Lutheran University (GC); *Education Through Music* workshop (for elementary teachers), Judy Suvak (GC).

Art—*Introduction to Etching* course, Roger Gustafson (GC); *Art History* course, Dr. Harrison Lane (GC)

Rocky Mountain College—contact Registrar's Office, 245-6151, ext. 232, James R. Taylor

Music—*Introduction to Music*, Fred Binckes (UC); *Choral Conducting*, Don Pihlaja (UC); *Instrumental Conducting*, Joe Missal (UC); *History of Music Since the 1800's*, Don Pihlaja (UC); *Marching Band* workshop (technique with emphasis on corp style), Joe Missal (UC or GC).

University of Montana—contact Continuing Education Office, 243-2900, Carol Russell

Music—contact Dept. of Music, 243-5192
Flute seminar, Mary Jean Simpson (GC or UC); *Instrument Repair Clinic Workshop*, brass section—Art Pascoe, woodwind section—Kay Madsen (UC); *Piano Pedagogy*, Dennis Alexander, 243-6490 (GC or UC); *Choral Reading*, Don Carey and Don Simmons, 243-6880 (GC or UC); *Conducting*, Don Carey, 243-5371 (GC)

Art—*Ceramics* workshop, Ken Little, Dept. of Art, 243-5424 (GC); *Photography* (advanced and beginning) GC or UC; *Drawing* (advanced and beginning) GC or UC; *Water Color* (UC); *Arts workshop* (UC); *Special Problems in Drawing* (GC); *Independent Photography* (UC); *Independent Drawing* (UC).

Drama—*Summer Theatre* workshop sessions, contact Dr. James Kriley, Dept. of Drama/Dance, 243-4481; *Technique* workshop (UC); *Advanced workshop* (UC); *Advanced Technique* workshop (UC); *Special Project Workshop in Acting* (GC); *Graduate Workshop in Design*; *Graduate Workshop in Theatre*; *Problems in Direction* (GC); *Problems in Acting* (GC); *Problems in Technical Theatre* (GC); *Problems in Scene Design* (GC); *Problems in Costuming* (GC)

Dance—contact Juliet Crump, Dept. of Dance, 243-4641

Outstanding Professional Dancers—four-week dance program for UC or GC: *David Moroni* (Principal, Royal Winnipeg Ballet), elementary, intermediate and advanced variations; *Beverly Brown Dance Ensemble*, Beverly Brown and Roger Tolle Modern Dance Classes from New York City.

Western Montana College—Continuing Education Department, 683-7011

Music—*Music Heritage* course, Dennis Widen (UC); *Beginning Guitar* course, Richard Sietsema (UC); *Introduction to Music* workshop, Dennis Widen (UC); *Applying Music to Subject Areas* workshop, Richard Sietsema (UC); *Choral Reading* workshop, Richard Sietsema (GC or UC)

Art—*Natural Design* workshop, Jim Corr (GC or UC); *Fundamentals of Art*, Jim Corr (UC); *Art Crafts* workshop, Barney Brienza (GC or UC); *Water Color and Oils* workshop, Jim Corr (UC); *Raku* workshop, Barney Brienza (GC or UC); *Advanced Darkroom Technique* workshop, Art Hedge (GC or UC); *Art/Music Southwest Fine Arts Tour*, Barney Brienza (GC or UC); *Tote Painting—Folk Art Painting*, Don Hedge (GC or UC); *Printmaking for Elementary Teachers*, Son Walters (UC).

Drama—*Virginia City Theatre: A Viewing Experience*, Wallace Gober (GC or UC)

Drama—*Virginia City Theatre: A Viewing Experience*, Wallace Gober (GC or UC)

Drama—*Virginia City Theatre: A Viewing Experience*, Wallace Gober (GC or UC)

UC = Undergraduate Credit



SB 98 Signed by Governor

Effective July 1, 1979, students can obtain the Traffic Education Learner License (gold form) either while participating in or having successfully completed an approved Traffic Education program

Driver Education Digest

This quarterly publication is available without charge. Write to Driver Education Digest, P.O. Box 5038, Southfield, MI 48037

Teaching the Exceptional Child

This is a comprehensive book that can be of immediate assistance to pre- and in-service teachers in the field of Safety and Driver Education. This text is designed to help teachers develop a background and understanding of the exceptional student as a driver. Emphasis is placed on demonstrating that these students have many of the qualities and problems of regular drivers. The text is developed in a manner that challenges the instructor and examines three areas of exceptionality: the educable mentally handicapped, the physically handicapped and the deaf and hard of hearing student. Special instructional techniques and methods are described for pre- and in-service teachers. Copies can be obtained by sending \$8 per book to Mr. Horlin Carter, 6 Woodlake Court, Greensboro, NC 27406.

Safety Industries, Inc.

This company has just announced the completion of development and testing of their new "STAZON" car top sign designed for cars. According to Safety Industries "the use of 'Velcro' as a retaining device for car top signs is a new and exciting concept and when combined with lightweight aluminum produces an attractive, convenient and serviceable product at a very reasonable price of \$29.95." The sign can be taken off and put back on as necessary (at the car wash, for example), provided the adhesive bottom pad remains on the car. When changing vehicles, new bottom pads are required. Old pads peel off easily and usually leave no residue. For additional information contact Safety Industries, Inc., 305 Hall St., P.O. Box 244, Charlotte, MI 48813; phone (517) 543-4105.

Dealer Recognition Helps!

A good working relationship between public school traffic educators and car

dealers is definitely an asset to driver education programs, especially in these days when free loan cars are becoming increasingly difficult to procure. Dealer recognition and involvement in the program are two of the best ways to enhance that relationship. What follows is a "laundry list" of activities and techniques schools can use to recognize and promote good relations with car dealers who provide cars for driver education.

- Contact the dealer and delineate needs in terms of numbers of vehicles well in advance of the beginning of the school year or the onset of the program. (One year in advance is optimal)

- Accept cars which will have a good resale value.

- Keep cars as clean as possible, inside and out. If possible, use floor mats to protect interior carpets.

- Provide a regularly scheduled program of maintenance in agreement with the dealer.

- Use the cars only for in-car instruction.

- Conduct an orientation/discussion session with representatives from the local dealers association to familiarize them with your program and air any concerns.

- Have driver education students change drivers at the dealer's showroom, if possible.

- Return the cars while the mileage is low so that resale value will be better.

- Advise other school personnel planning car purchases when driver education cars are being returned to the dealers.

- Make sure a dealer credit line appears on the car.

- Place a plaque inside each car, indicating the name of the dealer.

- Conduct a potluck or banquet for driver education students, parents and dealers.

- Have the school journalism department take a picture of students currently taking driver education grouped around a car. Buy an inexpensive frame and present the photo to the dealer. The dealer will probably display it proudly in the showroom.

- Have the students write a feature story on the dealer for your school newspaper.

- Write news releases to local media concerning dealers' loan programs and any other activities involving dealers. Set up radio and TV interviews with the approval of your local school authority.

- Recognize the dealer at a school awards dinner. If possible, present a plaque to each dealer.

- Encourage parents and other members of the community to provide the dealer with complimentary tickets to extracurricular school activities (athletic events, concerts etc.).

- Encourage the student council to recognize the dealer appropriately.

- Send out letters of appreciation to the dealer from the superintendent, principals, instructors, students, PTA members and parents. A special delivery letter or telegram from driver education classes is a nice way to express the students' appreciation.

- Have the driver education students make an oversized thank-you poster-card with student signatures.

- Invite your dealer to be your guest at a local, state and/or national driver education conference.

Sources: *Florida Driver and Traffic Safety Education Association Journal*, May 1977; *Handbook for General Motors Dealers and Educational Program Administrators*, Michigan Driver and Traffic Safety Education Association; *Driver Education Car Loan Program for Schools and Dealers*; handout from presentation by Donald E. Koroch, Driver and Safety Education, Iowa Dept. of Public Instruction at 1978 ADTSEA conference; portions of speech by Robert Goss, Columbus City Schools, delivered at 1978 ODSEA conference in Canton, OH.

Upcoming Traffic and Safety Events

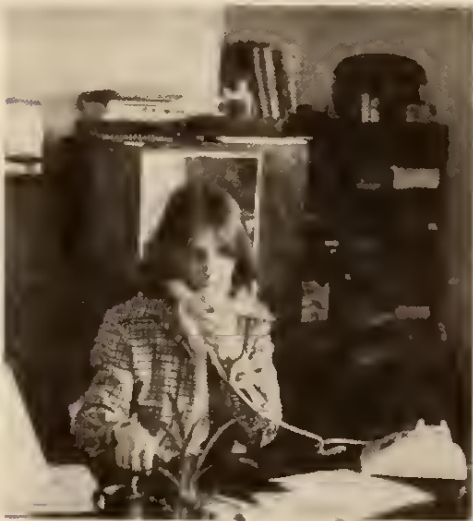
July 23-28, 1979	Nat. Student Safety Conference	Northern Arizona Univ Flagstaff, AZ
Aug. 12-16, 1979	23rd Annual American Driver & Traffic Safety Education Assn. (ADTSEA) Conference	Radisson Plaza Hotel Charlotte, NC
Oct. 15-18, 1979	Nat. Safety Congress & Exposition	Chicago, IL
May 18-23, 1980	International Motorcycle Safety Conference	Hyatt Regency Hotel Washington, DC

Teacher Centers In Service

Teacher Center for Gallatin County

The Teacher Center for Gallatin County is a busy place: when staff are not busily hosting workshops or helping teachers gather resources, they are on the telephone making arrangements to do so. "Not everyone can physically get here, so we have 'phone requests,'" on-site coordinator Linda Bardonner explains. Each request slip is handled by the staff member who can best fill the order. Requests mostly entail tracking down materials and equipment for teachers to borrow. Once, however, a science teacher called to locate mealworms in 24 hours for an experiment the following day: his first brood had died. Live ones were rounded up in time by an unflinching staff member.

Teachers often request visits by staff to help set up learning centers or introduce new curriculum or teaching aids into the school classroom. Staff



Sally Richter handles many phone requests.

members are readily available to assist at any location.

At the center itself, resources and supplies are abundant. There is a lending library, a resource room and ample space in which to spread out with materials under construction. Activity-oriented books have a very high priority as supplementary materials. "Teachers use them as instant recipes," Bardonner says. The resource room is filled with paper, poster board, markers, laminating machines, a bulletin typewriter, tape recorders and videotaping equipment to record workshops for convenient viewing. "Teachers use the workroom throughout the day," notes Bardonner. "Some days they bring their lunch and stay forever." Whether they come in the afternoon, evening or on special pupil instruction-related (PIR) days, teachers are welcome, and staff is always on hand to help.

"The county superintendent, who is

also a member of our policy board, is very good about encouraging the use of the teacher center on PIR days, especially by smaller schools," Bardonner points out, "and they'll come here for help with special projects, such as setting up units or making materials." Many teachers who formerly worked after school in the isolation of the classroom are now benefitting from the active interchange at the center. Those include also part-time teachers and teachers with student-teachers in their classrooms, who must at times work unsupervised. "Between 3:30 and 7:00 this place is a madhouse," Bardonner says. At least two staff members stay at the center until 7:00 p.m.; and one remains until closing at 8:30. Teachers often stay busy until 10:00 and 11:00 p.m.

Teachers are requested to make duplicates of whatever materials they construct at the center. The extra copies are kept for reference. Many are displayed around the center.

Secondary teachers, who do not use bulletin boards and learning centers to the extent that elementary teachers do, come to the center for other purposes. "Secondary teachers are specialists," says Bardonner. "They don't come here to copy material." Whereas elementary teachers like to search out and copy new material, secondary teachers most often request material to supplement what they have been doing. One woman who teaches French at Belgrade High School, for example, wanted some French songs to supplement the course work in French class. Bardonner, who has a French record collection, was able to assist.

Workshops organized through the center, whether given at the center or

elsewhere, involve local teachers and local talent. Teachers always participate in the planning and some aspect of the presentation. So far this year the center has arranged approximately 35 workshops. From regularly scheduled idea exchanges and convocations of the service area building representatives (one in each school), workshop ideas take form. The center has hosted only one "canned" workshop, on "Great Books Training" this spring. Thirty teachers participated and learned how to develop and apply skills in analytical and evaluative questioning across a range of subjects. Gallatin Gateway and Belgrade schools have instituted this training. Another Great Books workshop will be offered next year.

In March several building representatives confronted the center with the problem of book orders in rural school libraries. "It's getting time for the rural schools to order library books," says Bardonner, "and if you're not a full-time librarian and don't have a degree in library science, it's really difficult to be on top of what the best literature for children is." A teacher who teaches first, second and third grades in a three-room school, for example, may incur the added responsibility of ordering all the library materials for the school. Soon the rural building representatives will convene at the center to hear a library scientist discuss the latest and best in children's literature and to receive help in placing book orders.

Earlier in January, Dorothy Stockton from Helena Junior High presented a workshop for Bozeman Schools on the eclipse. At that time teachers were braving the bad weather to return to school after the

holiday break. Many were unable to attend the Bozeman workshop. The teacher center received permission to videotape the workshop and to show it at 17-18 different schools around the county in time for the February event.

Aside from providing a workroom and workshops, the Teacher Center for Gallatin County also makes "civilian" resources available. Judy Tallichet, a sculptress, was enlisted by the center to serve the rural schools in Gallatin County as artist-in-residence. (Bozeman Schools main-



Linda Bardonner enjoys helping teachers make learning aids. Work room is well stocked with colorful, durable materials.

tains a separate artist-in-residence program.) The rural schools and the teacher center both pledged the program \$2,000, which was matched by the Montana Arts Council. Using children as her vehicle, Tallichet has shown teachers how to kindle student expression in a variety of unconventional media.

Ann Thoreson, an MSU master's student in curriculum and instruction, works out of TCGC as an intern. Soon she hopes to become involved in gifted and talented identification projects around the county. Computer consultant Shelly Johnson often takes gifted students along with her to the MSU computer center, where they help "feed and access" information. MSU professors and teaching assistants play computer games with the students.

The teacher center keeps a file on all community resource people. Once the teacher center arranged a classroom presentation by a gentleman who had worked on the Panama Canal. The center maintains a running search for interesting locals who might be willing to share their stories or collections—such as seashells or travel slides—with area schools.

Next year the teacher center hopes to acquire a mobile unit to better



serve Gallatin County. A request has been written into the 1979-80 grant proposal, although it will not affect the grant if HEW finds the unit unnecessary. "It's a long drive here from Willow Creek and West Yellowstone, and sometimes we have to go there," Bardonner explains. "The rural teachers are very heavy users of the center, but in the winter it is difficult for them to travel. The teacher in Pass Creek couldn't even get out this winter, and we had to send materials in with the mailman and the farmers." TCCG would also like to include the surrounding counties in some of its future activities.

The county commissioner is concerned that the Teacher Center for Gallatin County is outgrowing its space. Workshops sometimes spill over into the adjoining gymnasium, although next year the center plans to use the new Justice Center Law Library for some of its workshops. "They're always looking for space for us," says Bardonner.

Western Montana Teacher Center

Western Montana Teacher Center's proposal for operation in 1979-80 reflects an exhaustive needs survey and hundreds of hours of work. Out of 1100 needs questionnaires distributed among service area teachers, a voluminous 550 were completed, returned and tallied. The results gave planners specific ideas for resources, production services, inservice, social exchanges and outreach programs. In the way of resources, teachers indicated the greatest need for (1) a local film library, (2) an exchange of teacher methods, (3) professional library and current textbook library and (4) an idea museum and/or catalog (in that order). The most necessary production services included (1) a place to produce materials, (2) A/V materials production (slide shows etc.), (3) audio taping of textbooks and other material and (4) bulletin board materials and construction. For inservice, teachers chose (1) curriculum coordination in grades K-12, (2) sharing materials and ideas, (3) dealing with the gifted child and (4) methods demonstrations. In the area of social exchanges, teachers most frequently indicated the need for (1) communication among all teachers and (2) counseling services.

With those needs in mind, the policy board planned the services for next year's grand opening at WMTC. "We have identified a series of workshops we'll start with," explains on-site coordinator Robert Lukes, "and then as we begin to get teachers into the center for the workshops, we can get much better feedback from the teachers themselves as to what



Robert Lukes sits down with Office of Public Instruction visitors on April 6 to discuss WMTC planning.

they specifically want." That series will comprise classroom management, sports medicine and girls' athletics, gifted and talented, environmental education, test construction, grade-level idea pools, how to run parent/teacher conferences, counseling techniques for teachers, mainstreaming, legal issues, using classroom teacher aides (cadets, student-teachers etc.), mathematics and a pre-school PIR day. Although a local film library is beyond the scope of a teacher center, the Missoula center does plan to run a festival of the latest educational films.

The first workshops will be short and intense, perhaps each lasting two hours in the evening or on Saturday. Although participation will be voluntary, the needs survey did identify incentives for attendance which WMTC hopes to offer, such as release time and academic credit. Center planners have yet to settle with the U of M on a schedule for earning credits from the university. It has been proposed that 10 workshops yield one credit.

Given that the needs of secondary teachers differ from those of elementary teachers, WMTC proposes to offer secondary programs equal in kind, content and quality to elementary programs. "We have two very good secondary board members who are going out of their way to get secondary teachers involved," states Lukes. The dual workshop on sports medicine and girls' athletics is expressly designed to attract secondary teachers; and secondary teachers are also involved in planning and setting up the mathematics workshop. "Secondary teachers are subject specialists," says Lukes, "and you have to go after their subject specialties." Bearing that in mind, WMTC staff will be involving the various teacher associations (English, mathematics and so forth) in workshop planning.

Teacher Centers Elsewhere

Since teacher centers evolve to meet the needs of teachers in different geographical areas, no two centers are exactly alike. Some service areas are larger than others. Some are urban; some are rural. These differences reflect in both the variety of arrangements in administering teacher centers and in the services they provide. Bozeman's service area is relatively small, and its services are individualized. On the other hand, the teacher center in San Antonio, TX, has been funded to serve 18 cities and 62,000 teachers. The Western Montana Teacher Center will serve only Montana west of the Continental Divide.

Eight teacher centers in the northwest received funding for 1978-79—one in Eugene, OR, three in Washington, one in southeast Idaho, one in Alaska and the two in Montana. Four received funds for planning, and four for operation. Only Bozeman's center has been operating throughout the school year.

The Alaska center, funded for the Kotzebue area near Russia, is operational in a unique way. With wintry weather too often restricting travel between the broadly scattered townships, the only practical way to convene service area teachers is to fly them to one spot. With funds from their sizable grant, the Kotzebue center staff could thus afford to fly 100 teachers and 104 aides to Anchorage this winter for three days of continuous workshops and material-making sessions. On the second day, however, Anchorage shook with mild tremors, whereupon many of the aides—natives heedful of their folklore—left the Hilton for the villages. Two more three-day conventions are set for this year (one in August). Faced with a 40 percent rate of teacher turnover in Alaska—no surprise considering the lingering darkness, freezing pipes and frequently impassable terrain—the Kotzebue teacher center can serve as an indispensable vehicle for providing inservice to each year's batch of new teachers.

The staff from the northwest centers occasionally meet to gather



Gretchen Edelen, Charolette Jones, Marilyn Roberts (all from the Office of Public Instruction), WMTC Secretary Kit Pozsgai. April 6 field trip to Missoula was learning experience for OPI visitors.

documentation of center activities and simply to discuss their diverse approaches and problems. The Oregon center has had to hire a consultant in group dynamics and decision-making to evoke direction from its policy board of 30 members. One teacher center 50 miles south of Spokane had to enlist Spokane Public Schools as its "local educational agency" since the local school districts would not support it. Spokane Public Schools also sponsor a center in Spokane. The center in Kelso, WA, is administered through a consortium of three local school districts.

In southeast Idaho, the center has assigned field representatives for each of the cities it serves—Pocatello, Twin Falls and Idaho Falls—and the director travels among cities as a broker for inservice education.

The Future of Montana's Teacher Centers

The current funding period for Montana's teacher centers will expire in two years, provided that the centers continue to receive each year's award. Missoula and Bozeman are still waiting to find out whether they will be funded for 1979-80. Word will be sent from Washington, D.C., in May or June.

The federal government has yet to decide on what provisions, if any, it will make for its centers once their funding periods have expired and their seed money has been depleted. The Teacher Center for Gallatin County is studying the prospects of funding by school districts or local post-secondary schools. A community college in Minot, ND, for example, funds a teacher center there. Nevertheless Bardonner anticipates that the center will eventually have to charge for materials the teachers use. WMTC is also looking ahead to alternative funding sources, from both the public and private sectors.

For more information on teacher centers, call or write Montana's centers. The Teacher Center for Gallatin County is located at 6150 S. 16th St., Bozeman 59715, telephone 587-8181. Western Montana Teacher Center temporarily occupies space at the Missoula County Superintendent's Office, 301 W. Alder, Missoula 59801, telephone 721-1620. Copies of Gallatin County's teacher center grant proposal are available at a small charge.

CLASSIFIEDS

National Conference on Higher Learning Ahead

Eastern Montana College in Billings is hosting a national conference on higher education this summer, June 18-20. Entitled "The Decade Ahead. Higher Education Issues of the 80's," the conference will bring together such nationally prominent speakers as Dr. Clark Kerr, Chairman of the Carnegie Council on Policy Studies in Higher Education and former president of the California University System; Kenneth H. Ashworth, Commissioner of Higher Education for Texas; K. Patricia Cross, Senior Research Psychologist, Educational Testing Service in Berkeley; Lois Rice, Vice President, College Entrance Examination Board; and Joseph Duffey, Chairman of the National Endowment for the Humanities. For details and pre-registration form contact the Office of Continuing Education, Eastern Montana College, Billings 59101.

"Network" is News from NHTSA

"Network" is the name of a new publication from the National Highway Traffic Safety Administration. Published first in Oct. 1978 and every month thereafter, the newsletter shares ideas for highway safety. For your copy write Department of Transportation, National Highway Traffic Safety Administration (NHTSA), Washington, D.C. 20590.

Asbestos Poses Classroom Hazard

The U.S. Environmental Protection Agency has launched a program to alert school administrators to the potential hazards of asbestos used in school building construction. Although the program is voluntary, EPA urges participation especially in districts in which buildings were constructed between 1945 and 1973.

EPA will soon distribute an information package to all Montana schools, containing instructions for inspecting buildings and for collecting and handling samples. A brief 16 mm film demonstrating methods of inspection for asbestos is also available. To borrow this film and to receive instructions on having samples analyzed, call Jim Harris, Montana Operations Office, EPA, Helena, 449-5486.

Helena Forest Sponsors Environmental Workshop

The Helena National Forest is sponsoring an Environmental Education workshop for educators June 4-8 at the Lions Sunshine Camp south of Elliston. Carroll College is offering two undergraduate credits for participation. The fee for credit is \$80; non-credit, \$40. For more information call or write Phil Schlamp, Helena National Forest, Drawer 10014, Federal Building, Helena, telephone 449-5082.

Summer Jobs for Youth

Again this summer, the state AFL-CIO will offer their Vet Up program.

Economically disadvantaged youth ages 16-22, in or out of school, can work for businesses in their local communities. Students are paid \$3.20 per hour and work for several businesses during the summer. The program is designed to provide basic career exploration and to make the transition between school and the marketplace easier.

School Food Conventions on Menu for August

The Division of School Food Services and the Montana School Food Service Association have set the dates for their annual convention. Glendive will host the Aug. 14-16 session, and Kalispell will host the Aug. 21-23 session. School administrators and food service managers are urged to announce the convention dates to all food service employees.

The registration fee is \$10 for members of the Montana School Food Service Association and \$12 for non-members. Personal expenses are not covered.

Fellowships Further Traffic Safety

Indiana University announces 18 fellowships (\$6,000 each) in Traffic Safety Program Management for "individuals who can demonstrate a commitment to the field." Direct inquiries to Professor John Gordon, School of Public and Environmental Affairs, Indiana University, 400 E. 7th St., Bloomington, IN 47401; telephone (812) 337-3908.

Youth Legislature Hits Helena

The 1979 Montana Youth Legislature convened on Monday, Apr. 30, at the State Capitol in Helena. Sponsored by the YMCA Youth and Government Committee, Youth Legislature this year involved 180 high school students in a three-day simulation of the lawmaking process. The session adjourned at 1:00 p.m. on May 2. The 1979 Youth Legislature Governor was Wayne Knutson of Columbia Falls. Scott Bell of Jefferson High School in Boulder presided over the Senate; and this year's Speaker of the House was Jon Strom of Bozeman High School.

Meetings

The Annual Convention of the Montana Federation of Teachers will be held Oct. 17-20 at the Outlaw Inn in Kalispell. The Annual Convention of the American Federation of Teachers will be July 1-7 at the San Francisco Hilton. The Colonial Inn in Helena will host the Annual Convention of the Montana State AFL-CIO, Aug. 16-18.

"Alcohol Abuse" to be Treated in Billings

The Office of Public Instruction is sponsoring a workshop on Alcohol and Substance Abuse Prevention with the Dept. of Institutions and Eastern Montana College, June 25-28 at Eastern Montana College in Billings. Presentations are designed especially for administrators, counselors, health teachers and all elementary teachers to help them deal with the growing problem of alcohol abuse by school-age people.

A new alcohol curriculum guide developed by the Dept. of Institutions and the Office of Public Instruction will be reviewed and distributed to participants. For further information on content, credit and lodging contact Office of Continuing Education, Eastern Montana College, Box 80, Billings 59101; telephone 657-2287.

Federal Forum Meets in D.C.

A Presidential Classroom for Young Americans, Inc. will sponsor its eighth annual Federal Forum this summer in Washington, D.C. Federal Forum provides a unique opportunity to study, first-hand, the structure and the substance of the federal government. Designed for teachers and other educators, executives from both the private and public sectors, and university students, the Forum enables students to probe the complex processes which shape laws, policies and public opinion in the nation's capital. A one-week session (June 23-30) and a two-week session (July 22-Aug. 4) are being offered this summer, although the academic content of both is identical. Three credits from the University of Virginia are available. For information and registration form contact A Presidential Classroom for Young Americans, P.O. Box 19084, Washington, D.C. 20036; telephone (202) 638-2234, (703) 527-8988.

Office of Public Instruction Hotline Activity

Christy Shandy, Reception/Referral Desk Manager, transferred 1,573 hotline calls from Montana educators and citizens to the Office of Public Instruction staff during the month of April.

Crash Helmets Save Lives

A recent NHTSA study shows "conclusively that helmets are effective in preventing head injuries and deaths, and that mandatory helmet usage laws are effective in getting cyclists to wear helmets." Where such laws have been repealed, deaths from head injuries have doubled.

Steer it Right!

Testing at the General Motors Proving Ground, under the supervision of "Doc" Whitworth, concludes that the "9 and 3" hand position is superior to any other as it "enables the driver to turn the steering wheel 180 degrees in either direction very quickly" without releasing either hand's hold on the wheel. It "gives best maneuverability in case of an emergency."

From the SUPERINTENDENT

I believe the 46th Legislature expressed a positive attitude towards quality education in Montana.

Some highlights of their actions which affect us follow:

1. As of August 1, 1980, all students must reach their sixth birthday before September 10 for enrollment in public schools, with some local exceptions.

2. Pupils in both public and private schools must be immunized prior to enrollment.

3. Another new provision, nicknamed the "Act of God" bill, will allow school districts to conduct less than the required minimum number of school days under certain emergency conditions, providing a reasonable effort is demonstrated by rescheduling or extending the school calendar by at least three days.

4. The School Foundation Program increase was 8 percent for the first biennium and 10 percent for the second biennium. These funds are allotted according to last year's enrollment figures.

5. The foundation program funding was set high partly to offset the effects of special education legislation which returns part of the cost to the local school districts.

6. The State Superintendent was established as the sole governing authority for vocational education. As always, the most important factor in the administration of the vocational centers is local input.

7. The legislature provided \$1.5 million for funding additional costs of secondary vocational programs for the biennium. The money will be distributed to high school vocational programs across the state to help pay for direct services to students.

8. One of the most hotly debated issues this year was the law that requires certain certified educational personnel to take Indian Studies. The legislature changed the law from mandatory to permissive in school districts.

9. Funding for Adult Basic Education was successful, and that program will be maintained at about the same level as in the past two years.

10. Legislation enabling gifted and talented programs was passed. No money was granted to help school districts provide the programs.

11. The legislature did assist school districts and individuals by raising state reimbursement for transportation costs.

12. Counties can now contract educational duties of the county superintendent.

Last, the office was allocated a reduction in budget.

A good deal of credit for the support your Legislators showed for education this session should be given to the Educational Forum. This group of educators organizations met each week during the session to coordinate a unified approach to legislation and to assist Senators and Representatives as they searched for ways to improve education in Montana. They deserve your congratulations and support!

Have a great summer

Calendar

June 10	Children's Day
11-15	Montana Outdoor Recreation Ed. Workshop—Livingston
14	Flag Day
25	VICA National Leadership Conf & Skill Olympics—Atlanta
July 1-7	American Federation of Teachers Annual Conv.—San Francisco
11-13	Conference on Pupil Transportation—Helena
15-22	Outdoor Ed. Interdisciplinary Workshop—Pioneer Mountains near Dillon
Aug. 16-18	Montana State AFL-CIO Annual Convention—Helena

TO:

Inside-Out

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- 3 Miles City Elementary Library Juniors on Senior Citizens Research/Evaluation News
- 4.5.6 Newsletters
- 7 unClassifieds
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